Medium Term Plan Year: 1 Term: 3

Maths

Week 1 - Place value (within 20)	Week 2 - Place value (within 20)	Week 3 - Addition and subtraction (within 20)	Week 4 - Addition and subtraction (within 20)	Week 5 - Addition and subtraction (within 20)	
- Count within 20 - Understand 10 - Understand 11, 12 and 13 - Understand 14, 15 and 16 - Understand 17, 18 and 19 - Understand 20 - Understand 1 more and 1 less	- Understand the number line to 20 - Use a number line to 20 - Estimate on a number line to 20 - Compare numbers to 20 - Order numbers to 20	- Add by counting on within 20 - Add ones using number bonds - Find and make number bonds to 20	- Understand doubles - Use near doubles - Subtract ones using number bonds - Subtract (counting back)	- Subtract – finding the difference - Know related facts - Solve missing number problems	

English Writing

Narrative unit (Rewrite a story) / Non-fiction unit (Recount)

Week 1	Week 2	Week 3	Week 4	Week 5	
- use question marks - use adjectives - retell and order the story	- use suffix -ing for present tense (Narrative Traction Man) - join words and clauses using *and*	- compose sentences orally before writing - leave spaces between words - read work aloud	- sequence events - order connectives of time - use suffix -ed for past tense (Recount)	- compose sentences orally before writing - join words and clauses using and - discuss own writing	

English Reading

Key information	Activity 1 - Reading with the teacher	Activity 2 - Responding to reading	Activity 3 - Phonics focus	Activity 4 - Phonics focus	Activity 5 - Independent reading
- Teacher to read a story at the start of every session - Carousel of activities with each child completing a different activity everyday	- 15 mins - Decoding Session - 15 mins - Comprehension Session	-Written/drawn response to the book children have heard an adult read	- Phonics activity at appropriate level	- Phonics activity at appropriate level	- Children read a book from their phonic phase. This is the book which they take home

Design and Technology: Design & make a puppet	History: Toys - Then and Now	Science: Everyday Materials
Knowledge - know that there are many different types of puppet and what they are used for - know that to join different materials you need to use the correct glue or attachment techniques **Skills** - talk about existing products considering: use, materials, how they work, and say what is and isn't good - design a product following simple design criteria and explain what I want to do to achieve desired result - select appropriate materials and tools/ equipment to cut, shape, join, finish and explain choices - measure, mark out, cut and shape, with support and suggest ways to make material/product stronger and work in a safe manner - talk about my work, what I did and what went well or could have been done differently **Vocabulary** - puppet: finger, glove, stick, shadow, marionette, ventriloquist - join, stick, attach, glue, stitch **Learning Revisited** - Explore different materials to develop their ideas about how to use them and what to make **Key Questions (Assessment)** - What different types of puppet are there? - What are puppets for? - How can different materials be cut and joined together?	**Knowledge** - Know about toys children play with now. - Know about toys children played with in the past. - Know that some toys belong to the past and some to the present. - Know how to describe what a toy might have been used for. - Know the similarities and differences between toys from the past and their own toys. - Know how to ask and answer questions about old and new toys. **Skills** - Sort artefacts into 'then' and 'now'. - Describe similarities and differences in artefacts and pictures. - Ask and answer questions about old and new objects. - Explain what an object might have been used for. **Vocabulary** Toy, old, new, before, after, past, present, then, now, grandparent, parent, timeline. **Learning Revisited** - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling **Key Questions (Assessment)** - What kind of toys do you play with now? - What kind of toys did children play with in the past? - Does this toy belong in the past or the present? - What is the same about the toys from the past and my toys? - What are some of the differences between toys from the past and my toys? - How can you decide if a toy is from the past or now?	**Knowledge (Scientific understanding)** -Describe simple physical properties of everyday materials -Know that one object can be made from different materials with different properties (e.g. cups/spoons made from different materials) - Know that materials can be compared and grouped on the basis of simple physical properties. **Skills (Working Scientifically)** **- Classifying: To plan an enquiry** Identify the headings for the two groups (it is…, it is not…) **-Comparative/fair testing: To present results** Present what they learnt verbally, using pictures or block diagrams **-Observing over time: To gather/record results** -Record data in simple prepared tables, pictorially or by taking photographs (Seasonal changes) **Vocabulary** - object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through **Learning Revisited** - Explore a range of materials, including natural materials - Make objects from different materials, including natural materials **Key Questions (Assessment)** - Can you use scientific vocabulary to describe the physical properties of materials? - Can you explain why one type of object might be made out of different materials? - Can you compare and group objects based on their physical properties?

Computing	French (MFL)	Music	Physical Education
Programming – Moving a robot - explain what a given command will do - act out a given word - combine forwards and backwards commands to make a sequence - combine four direction commands to make sequences - plan a simple program - find more than one solution to a problem	**How are you?** - Use the response, Je suis fatigué(e) – I am tired - Use the reponse, Je suis malade – I am sick - Use the response, Je suis ravi(e) – I am excited - Use the response, Je suis timide – I am shy - Use the response, Je suis triste – I am sad - Use the response, Je suis content – I am happy (masculine) - Use the response, Je suis contente – I am happy (feminine)	**Song - In the Groove** <u>Listen and Appraise:</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <u>Games:</u> Find the pulse of a song <u>Singing:</u> Know one song off by heart <u>Performance:</u> Choose a song they have learnt and perform it	**Dance - Toys** - Copy and repeat actions. - Put a sequence of actions together to create a dance. - Vary the speed of actions. - Use simple choreographic devices such as unison, canon and mirroring. - Begin to improvise independently to create a simple dance.
PSHE	Religious Education	Mastering Number	Phonics
Relationships: Friends and Families - Recognise the people who care for them and understand what it means to be a family - Know that families are different, e.g. single parents, same-sex parents - Know how and who to tell if they are worried about something in their family **Living in the Wider World: Belonging to a Community** -Identify different people's needs in a community and recognise rules for different situations (class/home/outside) -Know how we care for people and living things and how to look after the environment, e.g. recycling	**Judaism: Shabbat- A day of rest** -Understand why Shabbat is important to Jews -Know the reason why Jews attend Synagogue for prayer with the community on Shabbat. -Identify traditions and customs during Shabbat -Know the importance of keeping the traditions alive	- Review the composition of numbers within 10, linking these to part-part-whole representations - Practise recalling missing parts for numbers within 10. - Compare numbers within 10, linking this to understanding of the linear system - Use the inequality symbol to create expressions, e.g. 7 > 2, and use the language of 'greater than' and 'less than' - Reason about inequalities, drawing on knowledge of the composition of numbers. - Develop recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, – , or =.	-/ee/ y funny /e/ ea head /w/ wh (whee)l /oa/ oe ou (toe, shoulder) -/igh/ y fly /oa/ ow (snow) /j/ g (giant) /f/ ph (phone) -/l/ le al (apple, metal) /s/ c ice /v/ ve give -/u/ o-e o ou (some, mother, young) /z/ se (cheese) /s/ se ce (mouse,fence) /ee/ ey donkey -Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa
Handwriting	Numbers 0-9, words with ck and qu, long vowel phonemes (ai, igh, oo), vowels with adjacent consonant		
Story time texts	Wings - Christopher Myers		
Texts for writing	Traction Man is Here - Mini Grey		